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AUTHOR Blackburn, Robert T.; Lawrence, Janet H.
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ABSTRACT

This book draws together empirical evidence on college and university faculty work, develops and tests a theoretical framework of faculty motivation to engage in different teaching, research, and service activities, and suggests how administrative practices can be improved so that faculty work lives are enriched and institutions become more productive organizations. Chapter 1 establishes the theoretical bases for the framework and describes its major components. Chapters 2 and 3 explain the conceptual meaning of each of the variables used to measure the constructs in the framework and discuss studies that have utilized such variables. Chapters 4, 5, and 6 describe the present studies conducted to evaluate faculty publication, teaching, and service and scholarship, respectively. Chapter 7 compares administrator and faculty views of the same workplace. Chapter 8 summarizes the findings and speculates about future developments in the field. Nine appendixes include the Carnegie Classification System, variables used in regression analysis, limitations of the theoretical framework, and copies of the faculty and administrator surveys. (Contains approximately 475 references.) (MDM)

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